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ABSTRACT

Although community-based education support organizations are second only to public schools in the number of young people they serve each year, there has been little substantive research on these organizations and the education support they provide. With funding from the Walter S. Johnson Foundation, a 10-month study of neighborhood-based organizations was undertaken in October 1990. The project surveyed a broad cross-section (142 organizations from 6 counties) of community-based organizations offering after-school and summer education support for children from low-income communities in the San Francisco Bay Area (California). Program staff completed questionnaires about the children they serve and their education support activities, staffing, and funding. Program staff and directors from 22 organizations were interviewed and staff from 94 local organizations and 15 funding agencies met at a conference. Topics such as learning outside school, parent and school outreach, program design, staffing, use of volunteers, program evaluation and funding, and outside technical assistance are discussed. The organizations studied serve about 75,000 children and youth in kindergarten through grade 12. Nearly two-thirds of the organizations enrolled primarily children from low-income families. Organizations were generally independent non-profit groups (73%) or local affiliates of national organizations (27%). Most programs serve children from a range of grade levels and a mix of ethnic groups, although a single ethnic group often predominates. Seven graphs present study findings, and two appendices describe research methods and list study participants. (SLD)

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Community-based Education Support Programs in the San Francisco Bay Area

The Stanford Center for the Study of Families, Children and Youth

March 1992

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Community-based Education Support Programs in the San Francisco Bay Area

Susan Eldredge
Sanford M. Dornbusch

The Stanford Center for the Study
of Families, Children and Youth
March 1992

We would like to thank the
Walter S. Johnson Foundation
for the financial support that
made this project possible.

Executive Summary

Community-based organizations are responding to the needs of children and youth, particularly those in low-income communities, for education support beyond the classroom and the home. Although these organizations are second only to public schools in the number of young people they serve each year, there has been little substantive research on these organizations and the education support they provide.

With funding from the Walter S. Johnson Foundation, a ten-month investigation of neighborhood-based organizations was begun in October 1990 by the Stanford Center for the Study of Families, Children and Youth. Unique in its focus on education support services, our project surveyed a broad cross section of community-based organizations offering after-school and summer education support for children from low-income communities in the San Francisco Bay Area. We sought to identify the organizations that offer these programs, the children they serve, the ways in which they provide education support, and the resources they need. In addition, we examined ways in which education support services could be strengthened. Guiding this study has been an advisory board made up of practitioners, public policymakers, funders, educators, and researchers.

Description of Research Methods

Our findings are based on information provided by 142 community-based organizations from six Bay Area counties: Alameda, Contra Costa, Marin, San Francisco, San Mateo, and Santa Clara. Program staff completed comprehensive questionnaires regarding the children they serve and their education support activities, staffing, and funding. We interviewed program staff and directors from twenty-two organizations. In addition, we held a conference for program staff from ninety-four local organizations and representatives of fifteen funding agencies.

Characteristics of Bay Area Education Support Programs

Community-based organizations are uniquely suited to meet the diverse needs of children and youth. These organizations are part of the fabric of their neighborhoods, with strong roots in their communities and ties to local networks of social services. Outreach to families and schools helps practitioners understand children's life situations. These programs provide at-risk youth with much-needed personal attention and education support as well as opportunities for social interaction and supervision.

The Bay Area organizations participating in our study annually serve about seventy-five thousand children and youth in grades kindergarten through twelve. Nearly two-thirds of the organizations in our survey enrolled primarily children from low-income families. Our survey identified two broad categories of community-based nonprofit organizations:

1—Independent nonprofit groups, such as community centers, multiservice agencies, and churches, which constituted 73 percent of our respondents

2—Local affiliates of national organizations, such as the YMCA, YWCA, Boys and Girls Clubs, Girls Inc., Urban League, and Scouts, which constituted 27 percent of our respondents. Local affiliates of national organizations, which tend to serve larger numbers of children, offer services for about half of the children in the Bay Area education support programs that we identified. Two-thirds of the programs in our survey have an average daily attendance of fewer than fifty students. Most programs serve children from a range of grade levels and from a mix of ethnic groups, although children from a single ethnic group often predominate.

Learning Outside School

Practitioners described children's needs as falling into three primary areas. Children need a quiet, supervised place in which to complete their school assignments. Many children and youth need guidance and individual instruction. Because routine classroom exercises often fail to engage children, they also need educational activities that are relevant and motivating. Education support services address these needs by offering homework assistance, tutoring, and educational enrichment activities.

Providing *homework assistance* is often the starting point for agencies initiating education support programs. In study hall settings children turn to supervising adults for help. Such homework assistance programs require few supplementary resources. Strong homework assistance programs require contact with schools as well as staff and volunteers who know what is expected of students at each grade level.

Tutoring provides children with individualized instruction that classroom teachers are frequently unable to offer. Compared with homework assistance, tutoring programs demand increased structure and resources. Tutorial efforts are aided by such supplementary instructional materials as literature, math drill and practice workbooks, flash cards, and educational games. To provide more individual attention, programs often recruit volunteers or, when resources allow, hire program aides. Well-developed tutoring programs emphasize skills assessment and make efforts to communicate with classroom teachers.

To provide motivating learning experiences, programs develop *educational enrichment activities* designed to build academic skills in meaningful and engaging contexts. Family Math, for example, teaches children about ratios by having them prepare a mixed-bean salad. Other programs develop oral and written language skills through student newsletters, theatrical productions, and debate competitions. Although program staff are eager to inaugurate enrichment activities, developing these complex activities requires resources beyond those for homework assistance or tutoring. Staff at programs that develop their own enrichment activities must have educational expertise as well as the time to develop learning activities. Many rich curricular materials are available from other sources that could be adapted for program purposes.

Parent and School Outreach

Education support programs serve as bridges between schools, children, and their families. Outreach efforts encourage parent involvement and participation. Staff initiate informal contact with parents and guardians; beyond this, some programs also sponsor parent workshops that address ways to support education in the home, parenting skills, advocacy in the school, and related topics. Staff also initiate and maintain school contacts on behalf of individual children. Program staff meet with school administrators and teachers, inform them of their services, and discuss the needs of particular children. Although parent outreach and school contact are important, programs are often limited in the staff time and resources devoted to these relationships.

Recommendations for Strengthening Education Support Programs

Our study leads us to the following observations and recommendations for strengthening education support services. They address program design, staffing, volunteers, funding, and access to outside technical assistance.

Program Design

A strong focus on program philosophy and design contributes greatly to the coherence of program activities. We recommend that both program administrators and funders pay increased attention to program design. Time needs to be set aside at a program's inception for establishing guiding principles and goals and for developing a program structure that supports these goals.

A dilemma in program design is whether to provide intensive education support for smaller numbers of children or to plan activities that will serve more children, perhaps less effectively. As programs are designed, expectations for program impact should be in line with the intensity of services provided. We observed many programs trying to offer a broader array of educational activities than they could adequately support. The importance of matching the scope of program activities to resources cannot be overemphasized; children would often be better served in programs that manage a small number of activities well.

Staffing

If education support programs are to be effective, they not only need adequate staffing for program delivery, they also need staffing to develop program infrastructure. Specifically, staff time must be allocated for gathering instructional materials and assessment tools, for conducting parent and school outreach, and for training and supporting volunteers. We encourage program administrators and funders to acknowledge and support the staff time needed to develop program infrastructure.

Staff with limited teaching experience require training to build their teaching skills, including teaching techniques, curriculum implementation, and skills assessment.

Use of Volunteers

More than 80 percent of the programs participating in our study use volunteers—primarily as tutors. Volunteer tutors are critical for the majority of programs with limited staff and high enrollments; they provide children with much-needed individual instruction and personal attention. Program staff and funders, however, must realistically assess the level of program resources necessary to support a cadre of volunteers. Those programs that can provide formal volunteer training and ongoing support are able to use volunteers most effectively and to retain them. Programs that do not have the resources to train and support tutors adequately should limit their tutoring activities until the necessary program resources are available.

Program Evaluation

We identified three major obstacles to conducting program evaluation. First, program staff lack experience with evaluation. Second, they lack access to resources that can help build their understanding of evaluation. Third, typically, few, if any, specific budgetary allocations are available for evaluation.

Unrealistic expectations about the type of evaluation that is necessary and appropriate prevail among both program staff and funders. A common expectation, for example, is that evaluation must measure the effectiveness of a program in terms of long-term, broad-based outcomes (such as changes in school performance). Program staff require assistance to increase their general understanding of evaluation alternatives beyond those focused exclusively on student outcomes. The utility of evaluation as a program development tool should be emphasized.

Measuring changes in students' attitudes and skills gains can provide feedback that both monitors improvement and encourages students, staff, and volunteers. Initially, measurements of skills should be based on work done within the program. If funders and program staff are interested in measuring students' academic progress, we suggest support for a controlled, longitudinal study of "graduates" of education support programs.

Service providers with little evaluation experience require assistance to develop evaluations for their individual programs. This type of assistance requires specific budget allocations.

Program Funding

Many organizations rely on only one or a few sources for support. This lack of diversification of funding sources makes the long-term sustainability of services problematic. To ensure program longevity, organizations are urged to become better informed about the diversity of funding options and to pursue broad-based funding.

Raising the capability within organizations to fund-raise effectively will also ensure longer-term program stability and development. Service providers with limited fund-raising experience need referrals to funding libraries and management assistance organizations that can provide help with proposal writing and identifying sources of funding. Organizations with greater fund-raising expertise need assistance in formulating strategies for long-term funding.

Stable funding determines a program's ability to grow and strengthen its services. We urge funders to consider supporting programs for more than one year. With multiyear funding, programs are able to offer greater job security and to attract and retain high-quality staff, while placing greater attention on program development and improvement.

Funding education programs but not the organizations that sponsor them leaves programs vulnerable to organizational instability. We urge funders to support the operating expenses of sponsoring organizations.

Outside Technical Assistance

Education support programs have common needs for technical assistance in three key areas: staff training, identification of instructional resources, and facilitation for interagency communication. We recommend establishing a centralized assistance program that can address these needs.

Conclusion

Community organizations are responding to the needs of children, especially those in low-income communities, for educational assistance beyond that provided in the schools and at home. On the basis of demographic and economic trends, we anticipate a growing need and demand for these community-based interventions.

The potential for community-based education programs to complement the curriculum of the schools is considerable. Greater coordination and cooperation is needed between these programs and the schools.

The public is largely unaware of the existence of community-based education support services and the potential that these programs have to promote young people's educational development and lower school dropout rates. We believe there should be continued efforts to raise awareness of community education and resources devoted to strengthening these programs. These programs deserve and need further support.

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Staff from more than 142 Bay Area organizations contributed to this study by completing our survey, participating in interviews, and attending a conference. Several Bay Area funding organizations lent their support by attending the conference and serving in an advisory capacity. Our thanks to all of you. A complete list of these organizations and funders is in Appendix 2.

We would especially like to thank those that designed and led conference sessions: Sarita Berry, Stanford Mid-Peninsula Urban Coalition; Garry Bieringer, San Francisco Education Services; Dan Cieloha, Children's Television Resource Educational Center; Kyle Fiore and Ethel Newlin, St. John's Educational Thresholds Center; Magdelena Fittoria, Ravenswood School District; Kimberly Ford and Deborah Shaver, Walter S. Johnson Foundation; Cristina Galvez, Catholic Charities, Families in Transition; Ken Hill, Stanford University School of Education; Jacquelyn Hodge, Boys and Girls Club of the Peninsula; Howard Kalmer, HK Associates; Jennie Magid, Tandem Computers; Joyce Owens-Smith, Jubilee West; Louise Rosenberg, RCM Charitable Fund; Sterling Speirn, Peninsula Community Foundation; David Stark, Stiles Hall; Carol Tolbert, Education Learning Center; Anne Bouie Wilson, Interface Institute.

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This study was initiated and funded by a grant from the Walter S. Johnson Foundation. We appreciate the collaborative role that the foundation has played throughout the project. We would especially like to thank Kimberly Ford for her guidance and unending enthusiasm and encouragement.

1 Introduction

Families and schools—two institutions that have traditionally assumed the responsibility of teaching and socializing young people—are increasingly unable to overcome the social and economic impediments to children's learning. One of every five children lives in poverty; this rate is twice as high among African-American and Hispanic families. Further, one of every four children today is being raised by a single parent.[1] Parental support, in terms of guidance and sheer availability, has been undercut by the demands of the workplace. Many families today are simply not able to provide the support necessary for their children's school endeavors.

Public schools today are less able than they were in decades past to provide support for students at risk of dropping out. Still reeling from cutbacks resulting from Proposition 13, California schools now face further cuts in programs. Services being affected are vital ones: counseling, attendance oversight, parent outreach, and extracurricular activities that have helped keep children in school. Class sizes are increasing, and extracurricular activities, such as sports, music, and drama, are being eliminated. Fiscal constraints and waves of new immigrants are high on the list of factors that affect our schools' capacity to maintain, let alone improve on, ongoing services.

As today's families and schools struggle with economic and social pressures, community-based organizations are responding to the needs of children and youth, particularly those in low-income communities, for education support beyond the classroom and the home. Many traditional youth organizations such as Boys and Girls Clubs, YMCAs, YWCAs, and recreation departments are increasing the educational focus of their programs. Grass-roots community development organizations, churches, and libraries are also responding by offering education support services.

America's youth organizations are second only to public schools in the number of young people they serve each year, yet there has been only limited research on these organizations and their contributions to youth.[2] Particularly lacking is research on their role in providing education support for young people doing poorly in school and at risk of dropping out.

In October 1990, The Stanford Center for the Study of Families, Children and Youth undertook a ten-month exploratory study of community-based education support services offered for school-age (K–12) children from low-income communities in the San Francisco Bay Area. Unique in its focus on education support services, our project examined a broad cross section of such programs. We studied the educational needs of children addressed by these programs, their approaches to providing education support, and the resources they require to deliver these services.

Although we have only surveyed community-based education support services in the San Francisco Bay Area—a region rich in this kind of programming—we believe that the information presented will be of value to those interested in such programs elsewhere.

Participating Programs

—Education support programs that are created and supported by community-based nonprofit organizations. Although many of the programs identified collaborate with schools and other public agencies (e.g., parks and recreation departments, public libraries), programs directly sponsored by public sector agencies were not included.
—Programs that are located in the six-county Bay Area: Alameda, Contra Costa, Marin, San Francisco, Santa Clara, and San Mateo counties.
—Programs that serve children from kindergarten through twelfth grade.
—Programs that are offered after school or during the summer.

A complete list and description of participants is provided in Appendix 2: Study Participants.

Objectives

—To understand the breadth of community-based education support services currently being offered in the San Francisco Bay Area. We wanted to know which nonprofit organizations are offering education support, who they serve, and the common components of their programs.
—To understand children's educational needs and the ways in which organizations are providing education support to meet those needs. Service providers described the educational needs of the children they serve and the activities they sponsor, such as homework assistance, tutoring, and educational enrichment.
—To determine the factors contributing to program development. We examined the instructional resources necessary to operate specific education support activities as well as the organizational resources (staffing, volunteers, and funding) required to maintain them.
—To suggest ways to strengthen community-based education support services. Service providers discussed their needs and the resources they could use to improve education support services.

Method and Sources

Two advisory boards were formed to guide the research and serve as a resource to project staff. An advisory board of public policymakers, funders, educators, and researchers met twice during the course of the study to assist in the design of our research and review a draft of the final report. An Advisory Board of Bay Area practitioners met periodically to review our progress, discuss our findings, and design the conference that we held for Bay Area service providers.

There were three phases to the research:
1—Four hundred and sixty-one Bay Area community-based nonprofit organizations were surveyed. Program staff completed comprehensive questionnaires regarding the children they serve, their education support activities, staffing, and funding sources.
2—In-depth interviews were conducted with program staff and directors from twenty-two organizations that primarily serve children from lower-income communities.
3—A conference for Bay Area practitioners and funders provided an opportunity for an exchange of information about programs, resources, and strategies for development.

Organization of This Report

In summary, the findings in this report are drawn from

—One hundred and thirty-one surveys returned by 121 Bay Area nonprofit organizations describing the education support programs they offer

—In-depth interviews with twenty-two organizations that offer education support, primarily serving children and youth from lower socioeconomic backgrounds

—A conference that provided an opportunity for ninety-four program staff members and representatives from fifteen funding agencies to discuss their diverse perspectives

For further details on research methods, see Appendix 1.

Project Team

This study was supported by a grant from the Walter S. Johnson Foundation to The Stanford Center for the Study of Families, Children and Youth, an interdisciplinary research unit of Stanford University. Our project team included Professor Sanford M. Dornbusch, principal investigator; Sue Eldredge, project director; Evan Freedman, research assistant; and Melissa Moore, conference coordinator.

The remainder of this report is divided into three sections:

—Characteristics of Bay Area Education Support Programs: We describe the organizations that sponsor education support programs, the children that participate in the programs, and some facts about the programs.

—Learning Outside School: We found several common components to providing education support. These include support for homework assistance, tutoring, enrichment, parent involvement, and school outreach. Each program component is discussed.

—Recommendations for Strengthening Education Support Programs: We conclude with our recommendations for strengthening community-based education support programs in the areas of program design, staffing, volunteers, funding, and access to outside technical assistance

2 Characteristics of Bay Area Education Support Programs

Community-based education support programs are ideally partnerships among the schools, families, and communities they serve. Because most programs are neighborhood based, staff possess considerable awareness of local issues and with this comes a particular sensitivity to the circumstances of children's lives.

These programs not only offer a place where children are safe from street violence and receive care and attention from staff and volunteers, but they also further a spirit of community. In many ways, these programs offer a sense of family to children who attend regularly.

Education support programs recognize the importance of strengthening ties between home and school. They seek to involve parents and teachers in their activities. Although they often have limited time to develop these relationships, program staff attempt to meet with school administrators and teachers to inform them of their services and to discuss ways of working together to help children. Staff contact parents and encourage them to take active roles in their children's education. Some programs provide parent workshops on such topics as parenting skills, advocacy in the school, and ways in which parents can support education in the home.

In a majority of programs, education support is one among many sponsored youth activities, such as recreation and sports, arts and drama, field trips, health education, career exploration, and community volunteer activities. The variety of activities is a strong point for many programs, providing the flexibility to serve the diverse needs of children.

It is not unusual for the organizations that offer education support services to provide other family support services or to be linked to community agencies that deliver such services. These organizations serve as a safety net, trying to meet the basic needs of children and families.

Jubilee West, a community service agency in West Oakland, offers education support services along with its housing development program, emergency food and clothing program, and job placement services. Many of the children in the agency's after-school program live in housing units developed by the organization, and, in many cases, their parents participate in other support programs that the agency sponsors. For these children, staying clear of the violence, drug trafficking, and gang activities in their neighborhood demands that after-school youth programs be particularly active. Parents and guardians are often not home, and children need a safe, supervised setting. Jubilee West provides snacks, companionship, and guidance. Twelve-year-old Anthony wrote about how he came to enroll in the program: "My Mom said stay off of the street because in the summer someone drove up and started shooting here. She said, 'Go to the Center. Get a book and learn something. Stay out of trouble.' "

Many programs report that they provide nutritional snacks during the day. Some programs also distribute clothing. For example, one program gives out sweatshirts with its name on them—not so much to promote the program as to alleviate the semblance of a handout.

Education support programs also take frequent advantage of the resources offered by other community institutions—such as libraries, museums, cultural centers, and parks. Indeed, 82 percent of the programs reported that they regularly use these community resources to support their program activities.

In sum, the organizations we surveyed do not stand alone in their communities. They typically are part of the fabric of the neighborhood, with roots in the community and strong ties to the network of social services. These qualities seem essential to meet the diverse needs of children.

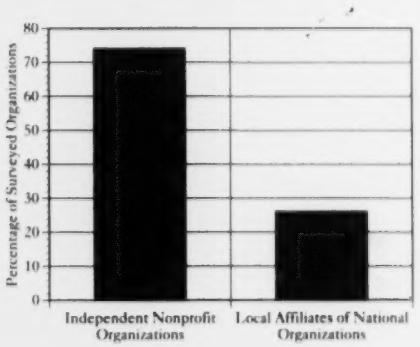
What Organizations Are Offering Education Support Services?

Two broad categories of organizations participated in our study:
1—Independent nonprofit groups, such as community centers, multiservice agencies, and churches.
2—Local affiliates of national organizations, such as the YMCA, YWCA, Boys and Girls Clubs, Girls Inc., Urban League, and Scouts. Programs offered by public agencies, such as schools, libraries, parks, and recreation centers, also provide education support services; these are not represented in this survey.

Figure 1 shows that of the 131 education support programs that were identified through the survey, 73 percent are sponsored by independent nonprofit groups. Twenty-seven percent of the programs are sponsored by local affiliates of national organizations.

Although the programs sponsored by independent organizations are numerous, they have smaller enrollments. In fact, independent organizations offer nearly three-quarters of the programs, but they serve only about half (49 percent) the children that participate in programs annually. The fewer local affiliate programs annually serve more than half (51 percent) of the children attending the programs we studied.

Figure 1: Percentage of Independent Nonprofit Organizations and Local Affiliates That Provide Education Support Programs



Enrollment

Agencies in the six Bay Area counties responding to our survey report a combined annual enrollment of about seventy-five thousand children. This enrollment represents after-school and summer education support programs serving children in grades kindergarten through twelve.

Socioeconomic Status

Nearly two-thirds of the children and youth participating in these programs come from low-income homes (e.g., where the annual income was less than $12,700 for a family of four).

School Grades Served

We asked whether programs serve primarily elementary, middle, or high school students or a combination of these age groups. Figure 2 indicates that 62 percent of the programs serve more than one age group. Of those programs serving one age group exclusively, 21 percent serve elementary (K–6) school children, 4 percent serve middle school (7–8) children, and 13 percent serve high school (9–12) youth.

Gender

Most programs are attended by both boys and girls in roughly equal proportions. Only 4 percent of the programs we surveyed serve boys or girls exclusively.

Ethnicity

Most programs serve children from a mix of ethnic groups, although children from a single ethnic group often predominate. In fact, in three-fourths of the programs, a majority of the children (more than 50 percent) come from a single ethnic group. Figure 3 displays the percentage of programs with at least half their enrollment from a single ethnic group.

Figure 2: School Grades Served Exclusively or in Combination

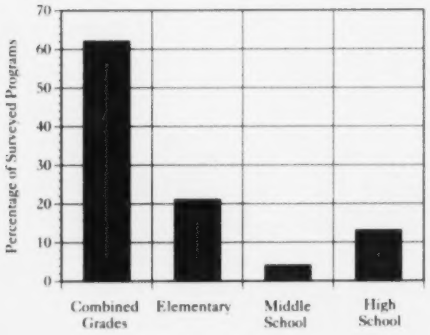
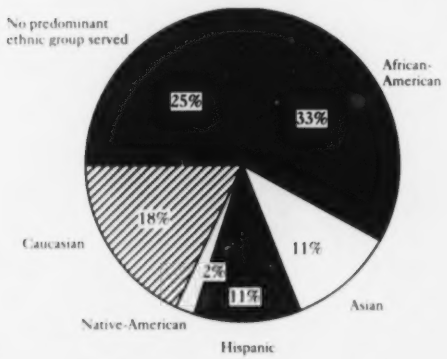


Figure 3: Percentage of Programs with at Least Half Their Enrollments from a Single Ethnic Group



8

Average Daily Attendance

Just over two-thirds of the programs in our survey have an average daily attendance of fewer than fifty children. Thirty-four percent of the programs have an average daily attendance of fewer than twenty-five children, and 33 percent have an average daily attendance of between twenty-six and fifty children. Figure 4 illustrates the breakout of average daily attendance figures.

Programs sponsored by local affiliates of national organizations have an average daily attendance higher than those of programs sponsored by independent nonprofit organizations.

Program Sites

Out-of-school education support programs operate in a variety of community settings (schools, community centers, churches) as shown in Figure 5 below. It is interesting to note that many of the organizations that sponsor education support programs offer these programs at sites away from their agencies.

Figure 4: Average Daily Program Attendance

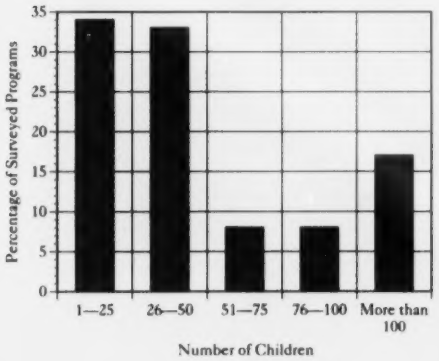
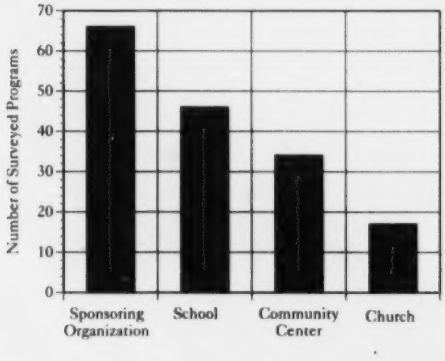


Figure 5: Program Sites



* Note: Some programs operate at several sites.

3 Learning Outside School

Most children in education support programs have met with some failure in school, and many youth are at risk of dropping out. Staff not only attempt to shore up children's academic skills, they also offer encouragement for children who, for a variety of reasons, don't get enough support at home. Rosario Flores, education program director at the Spanish Speaking Citizen's Foundation, explains, "Raul didn't care much about his schoolwork, he was too worried about his mother who had been hospitalized and still required strong antidepressants. When he comes home from school, there are two little sisters to think of."

Many children attending the Alice Griffith Housing Project Learning Center and Sunnydale Learning Center in southeast San Francisco come from low-income families with a history of unemployment and poverty. The Learning Center staff try not only to build academic skills but to provide personal attention and coach positive attitudes toward teachers, school and school attendance, reading, and the learning process in general. Children who enter the program often have negative feelings about school, with an "I can't do it" or "What's the use?" attitude. But according to San Francisco Educational Services program directors Shawn Moss and Pat Hultgren, staff efforts help to turn children's feelings around. "They come in here saying 'I can't do it,' but after a few weeks it's, 'What have you got for me to do today?'"

Staff are sensitive to the life circumstances of the children they serve; aside from their educational role, they are important sources of emotional support and friendship for youth. As Cathy Sacks, program director of the Neighborhood Center in west Oakland describes, "About a month after we matched Rochelle with a tutor, she gradually began to feel that there were adults she could trust. She had better attendance at school and spoke more positively about her day in class. One day she confided that she hoped to be a lawyer."

Program staff described children's needs as falling into three primary areas: Children need a quiet place and supervision to complete their school assignments. Many children and youth need guidance and individual instruction. Because routine classroom exercises often fail to engage children, they also need educational activities that are relevant and motivating.

Education support programs share three objectives: restoring children's confidence in their ability to learn, motivating children's interest in learning, and building academic skills. Programs vary in the degree to which they focus on each of these objectives. Their ultimate goal is not only for children to stay in school but for them to increase their life opportunities. As Garry Bieringer, executive director of San Francisco Educational Services, put it, "Basically, if they make it in school, there's a good chance that they'll make it in life."

"Many of these children are simply falling through the cracks. They are behind grade level and can't seem to catch up. Classes are too large for kids who have fallen so far behind. When they get home, the parents are working two shifts, and the kids have to take care of one another."—*Carol Tolbert, program director, Education Learning Center in Oakland*

Three Approaches to Providing Education Support

We observed three common ways in which education support programs work to meet the needs and objectives mentioned above: homework assistance, tutoring, and educational enrichment. Whereas homework assistance and tutoring activities provide academic assistance and reinforce children's schoolwork, educational enrichment attempts to make learning more meaningful by providing a broader context for learning. Often enrichment involves activities such as field trips or group projects that may be more engaging for children.

In practice many programs blend homework assistance, tutoring, and enrichment to meet the particular needs of individual children. This provides flexibility to help children in different ways. A single student, for example, may attend a study hall a few days a week, receive tutoring once a week, and participate in an enrichment activity. Or in the course of a single session, a tutor may rely on different techniques and tools and vary the tasks.

"We've developed homework assistance and tutoring activities that are particularly interesting and I think we are focused on what the children truly need. For instance, if children bring in a homework assignment that they simply don't have the skills to complete, we work with them to develop those skills, and I write a note to the teacher asking her to accept this in lieu of the homework assignment. The children seem to be less frustrated and less fearful and they enjoy doing the work here."—*Cristina Galvez, program director of the Catholic Charities' Families in Transition After-School Program in East Palo Alto*

Homework Assistance

Providing homework assistance is often the starting point for agencies initiating education support programs. Homework assistance is commonly a part of a larger after-school program, which may include a variety of social and recreational activities. Typically, an hour or so of quiet time is set aside for work on school assignments. In these study hall settings, children can turn to supervising adults for help. For many children, this kind of quiet time is not available at home. Homework assistance programs often operate on a drop-in basis; usually, a core group attends regularly, and others come only when they need help.

The Alice Griffith Housing Project Learning Center, sponsored by San Francisco Educational Services, emphasizes the importance of school and completing homework assignments. The staff read to children and help them with written work. There are curricular materials for children to work on whether they bring homework or not. Here, elementary schoolchildren check their folders to see the work they have done; they receive stars and stickers for completing homework assignments and rewards for good attendance. With all this attention to learning, even younger siblings of enrolled students get excited about school. At Sunnydale Learning Center, also sponsored by San Francisco Educational Services, Shawn Moss explained that "younger children come in asking for homework like they see their older brothers and sisters getting."

Most homework assistance programs require few supplementary resource materials. Children are expected to bring their own textbooks and workbooks.

Staff reinforce the importance of schoolwork for youth. Homework assistance often broadens into a guidance role for program staff and volunteers. They help children achieve the discipline needed to complete assignments; they set standards for homework quality; and they let students know that they expect work to be completed. They help students gain self-confidence by encouraging their efforts.

When homework assistance is the sole educational activity, a part-time staff person usually coordinates the effort. Volunteers are often called on to provide help. Several programs rely on college or high school students as tutors for younger children.

At Stiles Hall's after-school program in Berkeley, college sophomore Leticia Valenzuela worked with a group of fourth-grade Laotian girls who had to study for a spelling test. She varies activities that practice skills yet get the work done. Her approach is popular among the children. "Your handwriting is getting really good," Leticia tells them. "After you've practiced making sentences with those words on your list, we'll have a spelling bee contest."

Schools often refer students who need extra help to education support programs. When time is available, staff contact teachers for information about children's needs or difficulties.

Homework assistance efforts and interactions among teachers, staff, and parents or guardians have their light side. There was, for example, the grandmother who discovered that Tanisha, her first-grade granddaughter, was expected to study a foreign language. "That school has gone too far this time. How come Tanisha has to learn Chinese?" the grandmother complained to the Alice Griffith Learning Center staff. A staff member spoke to Tanisha's teacher and learned that, in the interest of multicultural education, the first grade had been celebrating Chinese New Year. A special visitor showed them how to paint ideographs meaning "Happy New Year" in Chinese, and the students were supposed to try copying them at home. When the purpose of the homework assignment was explained, Tanisha completed her China project with center staff and her grandmother standing by.

Supervised homework sessions provide feedback for staff; homework sessions inform practitioners about children's strengths, weaknesses, and needs for improvement.

Van Nguyen, a high school sophomore, came to Community Educational Service's Chinatown after-school program to work on his algebra homework. Derek Chin, who has been helping Van since the start of this school year, is an engineering major at a local community college. Derek coaches Van as he works through the problems on his own. "First we mostly talk through the really tough problems," Derek explains. "Then, I try to help him reason toward the solutions on his own. If I see he makes a mistake I ask him to look at it and explain how he got his answer. I try to get him to see where he's off." Then there's a final step. "With kids of this age, they do the work, but then it isn't written down in the right notebook or it gets misplaced and somehow doesn't make it to school the next day. So, I do what I can to make sure the answers are properly recorded and everything is where it should be, back in his binder."

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Observations: A strong homework assistance component in education support programs requires solid ties to the schools and considerable contact with teachers. Staff and volunteers must understand the educational skills expected of children at various grade levels. Staff need to be familiar with the textbooks used in the child's classroom. They must be able to appreciate the level of a child's school performance relative to standards in the different grades.

At St. John's Educational Thresholds Center in San Francisco's Mission District, tutor and student build and cement their relationship by working together on a task; this lively and engaging approach departs from classroom routine. Executive Director Kyle Fiore cited this example: Ten-year-old Jeremy began his hour with his tutor, Steve, by describing the plot in a comic book he'd brought from home. They each read portions of dialogue from the comic aloud and laughed as both tried to produce the sound effects written in the comic book. "We both love the graphics and the sound effects," said Steve, "and the material is something kids naturally enjoy, so it doesn't seem like we are practicing reading and oral expression—but that's what we're doing!" "Zzzap! " said Jeremy, "wham! bang!" Afterward, Jeremy sat at a computer and typed a short summary of the story. Steve made suggestions and asked questions so that Jeremy would attend to verb tense and punctuation. They later worked with a computer drawing program to recreate scenes from the comic; Steve showed Jeremy how to print these out. Eager to show his family the drawings and the summary he had worked on, Jeremy took great care in packing them in his backpack before leaving.

Program directors concur that if their goal is to provide academic support, liaisons with the teachers and schools are important. Magdelena Fittoria, director of bilingual education at Ravenswood School District, considered that "education support must really tie in with the curriculum materials of the schools; staff must be in touch with teachers and principals to be truly effective."

Tutoring

Supervising homework helps staff discover what help children need to shore up their basic academic skills. Tutoring provides personal attention and focuses on students' particular needs. Frequently, academic support programs offer tutoring along with homework assistance. Tutoring offers the individual support that classroom teachers are often unable to provide.

Although their primary aim is to improve academic skills, tutors also provide guidance and personal support. Tutors often have a dual role as teachers and as mentors who develop trusting relationships with children. Developing and maintaining these relationships takes time and commitment from both parties. To provide high levels of personal support, programs recruit volunteers or, when financial resources allow, hire program aides.

Tutors need to be sensitive to the child; building a relationship takes time, patience, and interpersonal skills. Volunteer coordinators must take into account interpersonal "chemistry" when matching tutor-student pairs. Finding the right match requires program staff taking the time to get to know students and interview tutors. Kyle Fiore, executive director of St. John's Education Thresholds Center, describes the attention a match requires. "We thought shy Raphael would be overwhelmed by the tutor I had initially paired him with, but it looked like it was going to be that or nothing. Then another young man from the college applied to be a tutor, and I thought, hey, this really might work out. And it did! Alan is very quiet but patient with Raphael, and this has allowed Raphael to feel at ease talking things over. Raphael knows he has to communicate with Alan and tell him where he's having problems, and he knows Alan is there for him. Raphael has really come into his own the past couple of months."

Although the schools may refer students to after-school programs, students often don't need coaxing from teachers or parents to enroll in tutoring programs. Moreover, it's not just those students with difficulty who seek support; students who are doing well also hope to have tutors. When program priorities were explained to Angelina, an honors student, and she was placed on the waiting list at St. John's, she protested, "I need a tutor too! My grades are good, but they might not stay good. We have a lot of problems at home."

Compared with homework assistance, tutoring demands more structure as well as commitments from the child and the tutor. Tutoring programs usually operate on a registration basis; in many programs, there are long waiting lists of children hoping to be served.

Well-developed tutoring programs use assessment tools to determine students' needs and monitor their progress. These programs frequently use skills inventories and testing tools to guide work with students and measure skills gains.

Supplementary instructional materials, such as a library, math drill and practice workbooks, flash cards, and instructional games, assist tutorial efforts. Access to supplementary instructional materials varies greatly across programs. The quality and quantity of these materials depend on the amount of staff time available to identify resources and the necessary finances.

At Sunnydale Learning Center in a San Francisco housing project, volunteers from an African-American fraternity at San Francisco State University effectively encouraged and motivated African-American youth to take their schoolwork seriously. After Lionel participated in several tutoring sessions with one of the fraternity brothers, his friends teased him about hanging out at the Learning Center, but, said Lionel, "I told them, well, I can't be just a football player, I've got to have some smarts."

A quarter of the programs we surveyed use computers for instructional purposes. Computers are not only used to complete homework assignments, they also can be powerful motivating tools as children are able to create, edit, print, and publish their work. Computer activities provide opportunities for tutors and children to work together, serving as catalysts to build relationships. Children become familiar with the technology and at the same time develop literacy and math skills.

Many tutoring programs try to communicate with classroom teachers in an effort to gain insights into a child's particular needs and to track progress. Tutors also try to talk with children about their difficulties in the classroom; they address behavioral problems and may sometimes serve as advocates or mediators. Again, the amount of school contact depends on the time that the program staff has outside of program hours to devote to this communication.

Observations: Developing a strong tutoring program requires an investment beyond that of homework assistance. Tutoring demands increased staffing through the use of additional program aides or volunteers. Matching appropriate tutors with children requires time and sensitivity. In addition, supplementary instructional materials are necessary, as are tools for assessing children's skills. Staff must have time for contact with schools and teachers. Effective tutoring requires firm commitments from both the child and the tutor.

Middle school students at Jubilee West in Oakland developed a neighborhood antismoking campaign that not only increased youth's awareness about the dangers of smoking, but piggybacked a variety of practical skills along with creativity, recreation, and opportunities for social interaction. Students met with advertising agency representatives, created an advertising plan, wrote copy, hired student artists to produce posters and fliers, budgeted money for printing, and organized the distribution of fliers and posters at a civic festival.

Educational Enrichment

Educational enrichment is instrumental in engaging at-risk children and youth who are falling through the cracks in routine classroom situations. Enrichment activities make learning more interesting to children by combining play and learning and by creating activities that are particularly engaging. In a Family Math class sponsored by the Stanford Mid-Peninsula Urban Coalition, Marlon learned about estimation and calculation: "At first, we saw how fast we could use a pencil and paper. Then we tried out problems in our heads. Then we used calculators to see if the machines were as good as we were."

Enrichment activities sometimes rely on ordinary on-hand materials. Programs often build learning into daily routines, such as preparing a mixed-bean salad to learn about ratios and fractions or measuring toy furniture to fit into dollhouse rooms on a blueprint. At Catholic Charities' Families in Transition After-School Program in East Palo Alto, Hispanic and African-American first graders peel potatoes for Hanukkah pancakes as an alternative method for practicing the fine motor skills essential for writing: "There are other fun ways besides coloring and painting activities to exercise fine motor control. Today, we're creating in the kitchen!"

Enrichment activities often involve field trips. Literacy exercises—reading and writing about museum exhibits and artists or about zoo animals—build learning and skills development into the event. Enrichment programs challenge children to use critical thinking skills, deductive reasoning, and analysis in fun contexts. Activities span the domains of art, music, literature, and theater.

Enrichment activities piggyback learning with opportunities for socializing and making friends. In Community Educational Services' English Literacy and Lifeskills Program, high school immigrant youth in San Francisco's Chinatown also produced a theater production. For these youth, the play is an opportunity not only to foster self-confidence and practice speaking English, but also to build relationships with peers. As one student describes, "We were making scenery for the show and we had to be able to communicate. We had to use our English because not everybody speaks the same Chinese. We said what we could and tried not to worry about our terrible accents! The rehearsals were fun and I made lots of friends."

Enrichment activities often produce products that can be shared with the community and parents and that provide students with a sense of meaningful accomplishment.

Students in St. John's Educational Thresholds Mission Succeed program in San Francisco worked on drawings with volunteer art teachers to explore their career goals and what they wanted for their lives. They produced brightly painted murals on the theme I Have a Dream and installed them in the neighborhood library. Another group of students worked with the staff to write Got Me a Story to Tell, a collection of the children's stories about growing up in the Mission District.

Through such enrichment activities as visits to museums, businesses, art exhibits, and the library, children learn about occupations and careers that education makes possible. At the Neighborhood Center, operating at the First Baptist Church in west Oakland, third-grader Dion excitedly told his friends, "I like the library—so that's the job for me—work in the library and read all day! " When his peers teased him and said that library workers don't make a lot of money, Dion retorted, " You do so make money, from all those late books! And you get to read all the books you want."

Enrichment activities developed around cultural or multicultural themes can instill and reinforce cultural pride and develop understanding and tolerance of others.

The Fresh Kids Theater Troupe, organized by energetic volunteers at St. John's Tutoring Center, wrote its own script for a play about the dangers of drug abuse. Each student dictated a portion of the plot and dialogue to the program coordinator and student directors. Then the coordinator and directors wrote and edited the various ideas. The students wrote songs and choreographed dances for the production. The staff volunteer, himself a student of performing arts, explained, "In this neighborhood, drugs are a real issue. It's something that touches just about every child's life here. The play we're doing is giving them a chance not only to learn about problems of drugs, but also to express their feelings about what they see and hear around them. They also practice writing, oral expression, and editing, in addition to the exposure to the other theater arts. And they have fun doing it." Then he added, "And I have fun doing it with them!"

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Catholic Charities, Families in Transition, in East Palo Alto develops academic skills through enrichment activities with a multicultural emphasis. Although the program currently serves primarily Hispanic children, Director Cristina Galvez points out links between different cultural traditions. The program aims to help children develop reading, language, and math concepts while teaching about their own cultures and those of others. "We have children who, in the face of lack of validation of their own national cultures and in their need to master English, often deny their own nationality. We try to instill a sense of cultural pride, but at the same time, we want children to learn about and respect the traditions of others." Students from first through eighth grade not only learn numerical concepts but also learn about their own and others' cultural backgrounds when they compare, for example, Mayan, Chinese, and modern calendars. "Columbus Day was an occasion for learning about the rights of all indigenous peoples. During the holiday season, we weave activities around the theme of miracles in different cultures, celebrating the traditions of the Hanukkah menorah as well as the festival of the Appearance of the Virgin of Guadalupe."

Well-designed educational enrichment activities clearly benefit students by creating learning activities that both engage and motivate. Although program staff are eager to inaugurate enrichment activities, developing the complex enrichment activities requires a level of resource beyond that of homework assistance or tutoring. For those programs that develop their own enrichment activities, staff must have educational expertise as well as the time to develop learning activities. Many rich curricular materials are available that could be adapted for program purposes. However, staff are often unaware of such resources and have limited time to search them out. Beyond the difficulty of identifying appropriate materials, staff also need some orientation and training to implement these enrichment curricula.

Education support programs, recognizing the importance of strengthening ties between home and school, seek to build relationships with families and teachers as well as with the children they serve. Staff encourage parents to take active roles in their children's education. Frequently, programs provide parent workshops on such topics as parenting skills, advocacy in the school, and ways parents can support education in the home. Staff also initiate and maintain school contacts on behalf of individual children, meet with school administrators and teachers, and may serve as advocates for particular children.

Involving Parents and Guardians

Increasingly, community-based programs are stepping in to help meet the education support needs of children and youth. But staff and tutors recognize that they cannot do it alone. Extensive research has shown that parent involvement is important for children's success in school. Most education support programs conduct some form of outreach to parents and guardians. Still, the extent of program efforts and the financial resources that programs devote to outreach activities vary considerably.

Generally, family outreach efforts have two objectives:
1—To gain a better understanding of the children's family circumstances so staff and volunteers can provide appropriate support when necessary.
2—To encourage parents to participate actively in their children's education. We focused on how education support programs furthered this second objective.

Outreach efforts typically involve making contact with individual families. A few programs conduct workshops for parents. These workshops address ways to support education in the home, parenting skills, advocacy in the school, and related topics. Given limited resources, most programs simply initiate contact with parents.

Parents and guardians are pleased that their children are receiving support from after-school and summer programs. At the Alice Griffith Housing Project Learning Center, parents are so enthusiastic about the attention some of their children are receiving that they try to get the rest of their family enrolled in the activities. Director Pat Hultgren recalls, "In fact, when permission slips are sent home, we have some parents saying that 'Letitia and Nathan and Luis can come too'!" Appreciative parents who themselves may feel ill at ease at school attend parent programs and special graduation and award ceremonies.

Although not all programs have enough staff and resources for extensive work with parents, most programs try to inform parents about their children's participation. Indeed, more than three-quarters of the programs that responded to our survey said that they conduct some form of parent outreach. Depending on program resources, parent outreach ranges from informal and sporadic efforts to formal and systematic approaches: program orientations, written program updates, phone calls and meetings with parents. Outreach efforts require significant staff time and to be effective must occur on a regular basis.

A few programs have the resources to sponsor parent workshops. At St. John's Tutoring Center parents are invited to a monthly workshop in Spanish. In presentations and discussions in their native language, parents learn to support their children's schoolwork and their rights and responsibilities regarding their children's schooling.

In another part of the Mission, Executive Director Ken Romines, oversees the Mission Reading Clinic's family involvement efforts. He describes the clinic's work: "The homes and communities of children are their primary educators. Too often both parents and schools forget this. Our Parent Empowerment Project provides comprehensive family involvement and parent leadership programs. We help parents develop skills, knowledge and strategies to proactively collaborate with the schools. We also offer workshops for parents and their children that provide family language arts, math and science activities. We feel participation at both of these levels is essential to reverse the cycle of failure that often traps the children and youth with whom we work."

The Stanford Mid-Peninsula Urban Coalition sponsors classes that bring parents and children together for Family Math. Here, parents work closely in creative activities designed to develop arithmetic, logic, and questioning skills. One parent attending the classes said, "Latanya really wanted me to go. I told her I wasn't much at math but we went anyway and it was fun. They do different kinds of things. I guess the kids like it because it's not like they have at school, and, well, I was there to do it with her." Latanya described it this way: "I told my mom this would be fun—and it was! I could figure out a lot of things with my mom, too. We were good at guessing things, how it would turn out."

Observations: Parent interest and involvement in their children's education are critical, particularly for those children at risk of dropping out of school. Parental outreach requires staff who have time to make contact with parents. Programs that have been successful in getting families involved make continual efforts to build and sustain close relationships with parents and guardians. In such programs parents and guardians feel that the staff are their allies, and the children benefit.

Developing parent workshops requires a heightened level of commitment and financial resources. Specific budget allocations must provide the staff time to develop and coordinate workshop activities, to identify and contact speakers, and to conduct the outreach that ensures parent participation. Child care is often needed to enable more parents to attend workshops.

Contact with Schools

Building and sustaining relationships with neighborhood schools are a priority for most programs. However, although 93 percent of the programs that responded to our survey said that they have some contact with the schools, this contact varies according to each program's staff resources.

For school support to be strong, program staff must establish and maintain ongoing relationships with both school administrators and individual teachers. Organizations that have established relationships with schools have distinct advantages in working with these schools. When there is a preexisting knowledge of an organization and trust, doors open more readily. Not all organizations, however, have such relationships or the resources to establish them. Many programs, therefore, can do little more than publicize their services at schools and accept referrals.

School outreach helps the schools as well as the students. Often schools refer students with special needs to community-based programs. Program staff assist teachers by providing the student with a level of individual attention that is not possible in a classroom. Teachers can provide educational resources and share their knowledge of a child's classroom experience. Benefits can accrue to students when both they and their teachers know they have someone to turn to for extra help.

Program staff often play a facilitating role between teachers and families. Pat Hultgren, program director of the Alice Griffith Learning Center, describes, "Last year we had a student who seemed not to be paying attention in his class. His teacher spoke with the school nurse about the child's difficulties and found he needed medical attention for his ear problems. The nurse contacted his mother but she was not responding by getting the child to the clinic. So the nurse called us in to intervene. We visited the classroom and spoke with his teacher, and we visited the family. We found that the problem was getting to the clinic so we had one of our staff drive the family over to see the doctor."

Learning Support Center programs at club sites in Redwood City and Menlo Park provide assistance to small groups of children who are referred by teachers or parents. As Boys and Girls Club executive director Jacquelyn Hodge explains, "We're trying to bridge the gap between home and school and provide children with after-school support to continue their learning process. Many children are quite capable of learning, but they get lost in large classes; others are way behind in basic skills. We help children reinforce and continue to build their basic skills. In small groups with our staff, these children get the feeling that they can accomplish the work, and they are less intimidated. They gain confidence and eventually are able to do more on their own."

Education support programs promote changes in students' attitudes toward school and increase student interest and motivation. Magdelena Fittoria, director of bilingual education at Ravenswood School District, tells of a student who said, "Wednesday is my favorite day, because that's when my tutor comes." "Schools welcome our programs," explains Jacquelyn Hodge of the Boys and Girls Club's Learning Support Center. "Parents say that these programs are greatly needed. They get more positive reports from teachers and not so many notes about their child's behavior and performance in school."

Several programs have taken the initiative to build and maintain ties with the schools. In west Oakland, Jubilee West codirector Joyce Owens-Smith has established program mailboxes at local schools so that teachers can easily be in touch with the staff. In Redwood City and Menlo Park, the Boys and Girls Club of the Peninsula works directly with schools when they request assistance for their students. Jacquelyn Hodge, formerly a high school teacher and now executive director of the Boys and Girls Club, meets with local school districts to identify students and define curriculum needs for the club's Summer Bridge Program. During the summer eighty children built math and reading skills and were provided with lunch and recreational activities at local private schools. Children who participated were better prepared to handle grade-appropriate work when school resumed in the fall.

Education support programs may be based at the school site or in the neighborhood. Just over a third of the agencies in our survey offer activities at school sites. School-based programs can offer distinct logistic advantages for developing staff-teacher relationships. Proximity enables the programs to build stronger classroom ties and lessens transportation and safety issues. However, entering a different environment for learning support activities can also have advantages.

Observations: A strong school outreach component requires adequate staff resources to establish and maintain school ties. Building cooperation between program staff and school personnel takes effort and time. Staff familiarity with curricular materials and classroom standards contributes to the quality of a program. Staff, ready to serve as advocates on behalf of children, need effective liaisons with teachers and principals.

4 Recommendations for Strengthening Education Support Programs

Community education support programs are responding to evidence that many children, especially those in low-income communities, need educational assistance beyond that provided in schools and at home. On the basis of demographic and economic trends, we anticipate increased need for such community-based interventions. We therefore make the following recommendations for strengthening education support programs in the areas of program design, staffing and volunteer management, funding, and access to outside technical assistance.

Program Philosophy

Beyond planning for the support and operation of educational activities, an important part of program design is setting forth a program philosophy—stating principles and program goals. A program philosophy incorporates the ways that staff intend to help children succeed in school, the values they hope to instill, and the expectations staff have of program participants.

Setting forth a program philosophy enhances a program in several ways. In particular, articulating program philosophy and design guides staff and volunteers in their interactions with children. A program philosophy can create a spirit of purpose and community among staff, parents, and program participants. The program philosophy is a significant component of program design that can provide structure and consistency to a child's learning environment.

Intensity of Educational Services

Increasing numbers of children and youth are turning to community organizations for education support. Organizations serving these youth face difficult choices about the numbers of children they can accommodate and how intensively staff will be able to work with them. Some education support activities demand a high and frequent level of individual attention; staff have the greatest impact when they work intensively with children. The dilemma in program design, then, is whether to provide intensive support for smaller numbers of children or whether to plan activities that will serve more children, although perhaps less effectively. In either case, expectations for program impact should be in line with the intensity of service and levels of staffing matched to enrollment figures to provide the level of individual attention required.

"The expectations we hold for children are the cornerstone upon which all else is built. Attitudes, behaviors toward students, thoughts about their capacity to behave, to learn, and achieve are rooted in our belief as to whether or not they can achieve and learn in spite of circumstances and environment. A learning environment can have the most up-to-date equipment, the newest software, and the most representative textbooks. These are all of no use if the teacher does not believe the children can learn, want to learn, and are teachable."—*Anne Bouie Wilson, executive director, Interface Institute, Oakland*

Matching Scope of Educational Services to Program Resources

Programs typically provide some combination of homework assistance, tutoring, and educational enrichment, each of which makes different demands on program staff and resources. Although children need various types and degrees of support, program activities must remain within the limits of program resources. We observed many programs trying to offer a broader array of services than they could adequately support. The importance of matching program scope to resources cannot be overemphasized; children would be better served in programs that manage a small number of activities and manage them well.

Recommendations: Service providers and funders need to emphasize the importance of program design. We suggest that intensity, as well as scope of service, be carefully delineated in the program design. Matching program scope to resources can focus program development and improve the quality of educational services.

Just as organizations should focus on program design, funders should also acknowledge and support the time required for this type of planning. Although the traditional approach has been for organizations to request planning grants, planning grants removed from assurances of eventual funding are neither useful nor desirable. We recommend that organizations and funders allow time for staff to plan for implementation, develop basic program resources, such as instructional materials and assessment tools, contact other education support programs, and establish contacts with the schools before they begin to provide services.

Education support services are provided in one of two contexts:

1—Staff conduct and supervise a variety of activities, of which education support is but one component.

2—Staff focus mainly on providing education support.

In this context, prevailing in a smaller number of programs, staff time is devoted primarily to homework assistance, tutoring, and enrichment activities.

Level of Staffing

The limited number of programs that focus almost exclusively on education support typically have at least one full-time staff person in charge of administering, developing, and implementing the program. Full-time staffing allows the time needed to plan, identify, and develop instructional resources and assessment tools; to reach out to parents and schools; to train and support other staff members and volunteers; and to develop new program activities. When full-time staff have responsibilities beyond education support or when there is only part-time staffing, there is much less time available for program development, and program quality often suffers accordingly. Moreover, programs relying primarily on part-time staff are likely to have higher rates of turnover than those with full-time staff. Staff turnover undermines program quality and growth. Particularly high turnover can sever the trust that children place in staff and jeopardize a program's credibility as well as its relationships with families, schools, and other agencies.

Selection Criteria

The more emphasis programs place on education support, the more likely they are to hire at least one person with teaching experience. The majority of programs, however, do not focus exclusively on education support, and trained teachers are infrequently found in paid staff positions.

In addition to teaching experience, familiarity with the community is a major criterion for staff selection. However, the pool of candidates with teaching experience in the community is often limited. Thus, in selecting staff, program administrators invariably weigh the trade-offs between suitable role models with less teaching experience from within the community against candidates with greater experience from outside the community.

Another important selection criterion is the candidate's ethnicity. Because many programs would like staff to serve as role models, recruitment efforts are often directed toward hiring staff of the same ethnicity as the children to be served.

Staff Training

Sixty percent of programs reported that they conduct some staff training. The frequency and quality of training, however, varied considerably. Although staff training was described as an important need—especially for those staff members with little or no teaching experience—little training was in fact directed toward implementing education support activities, teaching techniques, curriculum implementation, or skills assessment. Programs rarely had sufficient in-house expertise to provide staff training in these areas, yet they seldom turned to outside sources for assistance.

Recommendations: Programs require staff whose time can be focused on developing and implementing education support activities. That is, beyond needing staff to work directly with children, staff time needs to be available to develop program infrastructure, particularly if a strong education support program is to be established and maintained. Specifically, staff must have time to identify and create instructional materials and student assessment tools, time to train and support volunteers, time to build relationships and support ongoing communication with schools and teachers, and time to conduct parent outreach. Accordingly, full-time staffing is a critical need that program administrators must assess. Funders need to support adequate staffing for the development of program infrastructure.

Staff with limited teaching experience require training that focuses on building their teaching skills and addresses teaching techniques, curriculum implementation, and skills assessment.

Volunteer Recruitment

More than 80 percent of the programs participating in our study indicated that they use volunteers.

The recruitment of volunteers is prompted by two concerns:
1—Programs have limited paid staff.
2—Many children need individual instruction and attention to shore up and strengthen academic skills.

Volunteers are used in many capacities. They may provide support for program operations; they may serve as guest speakers and teachers; most often they work directly with children as tutors.

We anticipated that many programs might have difficulty identifying and recruiting volunteers. We learned, however, that most programs do not lack volunteers. The greatest obstacle to employing volunteers lies in staff having sufficient time to train volunteers and coordinate their activities.

Programs rely on various sources for recruiting volunteers. Nearly three-quarters of the programs reported using students (generally of college and high school age); just under half rely on adult community volunteers; and a quarter rely on parents. Other sources include interns, teachers, and retired adults. One of the most reliable sources of volunteers is interns—usually high school or college students—who receive academic credit and sometimes a small stipend for their work.

Selection Criteria

Ideal candidates for volunteer positions are able to commit to providing a specified amount of time on a continuing basis. This is particularly important when the volunteers are tutors who will establish relationships with children and serve as mentors.

As with the selection of paid staff, sensitivity and knowledge of the community are vital. Ethnicity is an important factor in volunteer recruitment. Ideally, programs look for volunteers who will be able to serve as role models for children.

Over the years St. John's Tutoring Center has developed a model volunteer training program. St. John's management of its volunteers highlights the effort necessary to support an effective, tutor-centered program. Its volunteers complete four to six hours of formal training, first attending an orientation to the program's operation and philosophy followed by an introduction to the family environment and the community. Staff discuss effective communication skills and ways of encouraging children's academic achievement. As part of the training, volunteers observe tutors as they work with children. Role playing is a second training technique that prepares volunteers for the work ahead. Skills inventories have been developed for volunteer use, and evaluation sheets provide feedback for tutors and program staff. St. John's staff check in with volunteers regularly, and a volunteer-produced newsletter helps keep tutors informed.

Training and Support of Volunteers

To use volunteers effectively, education support programs must be able to train and support them. Although 60 percent of the programs provide some type of volunteer training, it is rarely formal or structured. Without adequate training and support for volunteers, programs risk high turnover and a lack of return on their investment. Those programs that can deliver more formal volunteer training are usually the programs that use volunteers effectively and are able to retain them.

Recommendations: Volunteer tutors are the cornerstone of many education support programs. However, programs that do not have the resources to adequately train and support tutors should limit their tutoring activities until the necessary program resources are available.

Program staff and funders must realistically assess the level of program resources that it takes to support a cadre of volunteer tutors adequately. That is, the skills and level of commitment needed by each volunteer must be recognized; volunteer responsibilities must be clearly defined; there must be resources available to provide a program orientation and training for volunteers; instructional materials that support work with children must be available; and staff must have adequate time to provide guidance and acknowledgment for volunteers' efforts.

Seventy-eight percent of the programs we surveyed reported that they conduct some form of program evaluation. Only the most well-funded and established programs, however, carried out substantive evaluations. The reasons behind this are threefold:
1—Staff have limited experience with evaluation.
2—Staff lack access to resources to assist in designing and conducting evaluation.
3—There are few budgetary resources for conducting program evaluation.

Program staff for the most part are unfamiliar with program evaluation. Commonly, their limited experience leads staff to believe that evaluation must measure the effectiveness of a program in terms of improved school performance (such as increased grades or higher standardized test scores). Because it is difficult to show changes of this nature in the short run—and, indeed, there may be other factors that affect children's school performance—such measures are rarely meaningful. In addition, some staff view evaluation as an assessment of their personal performance. All these factors are obstacles to program evaluation.

"The kind of evaluation that many education support programs need is not highly rigorous evaluation research. It is often inappropriate, for example, for an agency to spend a lot of time, effort, and money trying to ascertain cause-and-effect relationships in its education support programs. They would be much better off putting those funds directly towards serving youth. But it is appropriate for these organizations to use evaluation to hold a mirror up to themselves and look at their programs in a different light. In this way evaluation can be used as a resource to identify the extent to which program activities are meeting their goals and objectives and to correct course as needed."—*Local evaluation consultant*

When organizations do conduct substantive evaluations, these usually focus on improving daily operations. At the onset of program evaluation, staff clarify program objectives and examine program design. Evaluations can also help staff assess the effectiveness of program activities and determine where improvements are needed. Organizations found that such a process-oriented evaluation was often more useful and appropriate than an outcome evaluation.

This is not to say that outcome evaluation is not of importance or of interest to staff. Although they are concerned with assessing a program's impact on students' attitudes and motivation, staff are typically unaware of ways to measure these kinds of behavioral changes. A few service providers have measured such changes by maintaining student case histories and monitoring school attendance.

Staff are also interested in measuring gains in academic skills. Rather than examining changes in school performance, staff have found it more useful initially to base the measurement of gains in academic skills on the work children do in their programs. Simple evaluation tools, such as skills inventories, are used to identify weaknesses. These inventories help staff and tutors make decisions about the areas in which children need assistance. In addition, staff and tutors develop methods for measuring student progress. Such tools are an important source of feedback to both students and staff. They serve to monitor, as well as encourage, student progress.

Few programs use outside resources to assist with evaluation. Moreover, there is rarely funding specifically targeted for program evaluation.

Recommendations: Evaluation should be appropriate to the needs of programs. Among staff, the utility of evaluation as a development tool must be understood and emphasized. Initially, programs are advised to focus less on outcome evaluation and more on evaluation as a means for improving their daily operations. In this way, the evaluation process can guide program staff toward examining and more clearly defining their program objectives and understanding where adjustments to their programs need to be made.

"The evaluation process enabled me to focus on the things we expect to change as a result of our work with these children and to pay greater attention to these areas. We began by categorizing the broad areas in which we work with children—homework assistance, tutoring, cultural enrichment, and physical and social development. We devised a simple way for staff, volunteers, and parents to track the time we spent in each of these activity areas. For six months we recorded our observations. We paid attention to what the children got out of the different activities and what most enthused them and held their attention. As a result of the evaluation, we've developed homework assistance and tutoring activities that engage the children and at the same time focus on what they really need. The children seem to be less frustrated and fearful, and they actually enjoy doing the work."—*Cristina Galvez, program director, Catholic Charities, Families in Transition's Afterschool Program, East Palo Alto*

For many organizations this type of evaluation is more appropriate because it provides feedback that enables staff to improve their services. It also strengthens programs by building regular assessment into daily operations.

Measuring changes in students' attitudes and skills gains can provide feedback that both monitors improvement and encourages students, staff, and volunteers. Initially, measurements of skills should be based on work done within the program. If funders and program staff are interested in measuring students' academic progress, we suggest support for a controlled, longitudinal study of "graduates" of education support programs.

Program staff require assistance to increase their general understanding of evaluation and its purposes. They need to be better informed about various kinds of evaluations beyond those focused exclusively on student outcomes. Service providers with little evaluation experience require assistance to develop evaluation strategies and tools specific to their programs. Further, there must be budget allocations to cover evaluation costs. When appropriate, outside evaluation experts should assist and train staff to design their own evaluation methods. In this way, staff build the skills they need to monitor and improve their services to children.

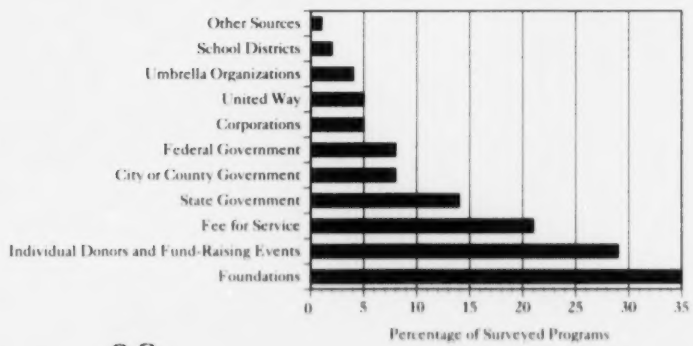
Funding Sources

Our survey asked for a breakdown of sources of program funding. We examined the number of programs receiving more than 25 percent of their funding from a single source. Foundations and individual donations account for the largest single source of program funding. Figure 6 illustrates our finding.

Government and foundations are often less likely than other funding sources to provide long-term support. For this reason, we chose to look at those organizations that rely on these sources for more than a quarter of their funding. We found that many organizations that receive foundation and government support rely on these sources for most or all their funding. For these programs, the lack of diversification of funding sources is often associated with longer-term funding instability.

More than a third of the programs received more than 25 percent of their funding from foundations. Of these programs, 24 percent depend solely upon foundation funding, 40 percent received three-quarters or more of their funding from foundations, and 36 percent received between half and three-quarters of their funding from foundations.

Figure 6: Percentage of Programs Receiving One-Fourth or More of Their Annual Budget From a Single Funding Source



Forty-three percent of programs received more than a quarter of their funding from government sources (federal, state, county, and city). Three-quarters of the programs that received federal funding rely on these funds to support more than 85 percent of their program budget. Half the programs that received state funding rely on these funds to cover three-quarters or more of their program budget. A little less than one-quarter of the programs that received city and county funding rely on these funds to support more than three-quarters or more of their program budget.

Recommendations: Stable funding determines a program's ability to grow and to strengthen its services. With stable funding, programs are able to attract high-quality staff and, with the guarantee of job security, to retain them. This in turn contributes to an environment in which staff can confidently build their programs and improve their services. We encourage program efforts toward diversification of funding and development of long-term funding strategies. Through diversification, service providers can protect themselves from the instability typical of government or foundation support.

One possible avenue for funding may be found in current efforts to link community support services more closely to schools. For example, the California legislature recently allocated $20 million to support the development of school-linked supportive services (SB620, "Healthy Start Initiative"). This will provide increased opportunities for collaboration with schools. Service providers who may not be aware of these policy-level initiatives need information and assistance.

As a final recommendation for broadening sources of support, organizations must increase program visibility and promote awareness of their education support services. Toward these goals, efforts should be directed at strengthening intra- and interagency capabilities to reach the media, public, and policymakers.

Managing Fund-raising

Among community-based programs, two levels of organizational fund-raising expertise are characteristic. In larger and often more established organizations, a development director or executive director is typically responsible for fund-raising. In these organizations, education support program staff are minimally involved in fund-raising, although they may provide program information and aid in the development of proposals. Often, such organizations have established relationships with funders. These large organizations tend to have a more diversified funding base, more stable funding, and longer-range fund-raising perspectives.

In smaller and less firmly established organizations, program staff are often directly involved in soliciting funds. In these organizations, staff typically have little fund-raising experience. Fund-raising duties must be juggled with the responsibilities of program delivery. Such programs generally have short-term funding goals and are particularly vulnerable to fluctuations in funding.

Recommendations: Increasing fund-raising capacity within organizations will ensure the longevity of education support programs. Larger, well-established organizations primarily need assistance in formulating strategies for long-term funding. Smaller, less-established organizations whose program staff are directly involved in soliciting funds need assistance identifying funding sources and guidance in proposal writing.

The Structure of Funding

Two persistent funding issues surfaced in our discussions with practitioners.

Multiyear funding: Program administrators resoundingly stressed the need for multiyear grants. This kind of funding provides the stability necessary to recruit the highest-quality staff possible, to ensure job security, and to lessen staff turnover. Staff stability not only improves the quality of the program, it also is a key to establishing credibility with clients, families, and other community organizations. Further, multiyear funding enables staff energies to be focused on program implementation and service delivery rather than continually directing energy toward renewing funding.

Organizational operating expenses: Education support programs centered in strong organizations benefit greatly from the resources that sponsoring organizations offer. Funding for education programs without support for the organizations that sponsor them leaves programs vulnerable to organizational instability. Funders, intent on supporting program operation, often fail to acknowledge that organizational overhead and administration costs are realities that must be addressed.

Recommendations: Multiyear funding, which enables programs to offer job security and to attract and retain high-quality staff, is critical and should be supported.

Organizational operating expenses should be supported along with program expenses. One strategy for program administrators would be to build appropriate operating expenses into project-oriented budgets. For example, a percentage of an executive director's time and a percentage of rent and clerical costs could be included as part of the costs of program operation.

Outside technical assistance can strengthen education support programs in three key areas: staff training, identifying instructional resources, and promoting interagency communication.

Staff Training

Staff receive only limited training to improve their skills. For the most part, organizations do not have the resources to provide thorough training or to reach outside for assistance with staff training. Areas commonly mentioned for staff training included program evaluation, the use of enrichment-oriented curriculum, volunteer management, fund-raising, and media outreach.

Identify Instructional Resources

Programs share the need for instructional resources such as materials for tutoring, enrichment activities, and student assessment and monitoring. Typically, little staff time is available for identifying these resources, and there is a good deal of duplication of effort from one agency to another. A centralized clearinghouse to identify instructional resources and provide referrals would greatly strengthen service delivery.

Interagency Communication

Service providers often operate in isolation from other education support programs, with little opportunity to learn from one another. The barriers to exchange are the time limitations under which program staff operate and the lack of coordination to facilitate interaction.

Recommendations: Technical assistance can guide organizations in building staff capacity to deliver education support services. A centralized program could coordinate and deliver assistance in staff training, identifying of instructional resources, and interagency communication.

Notes

1—National Center for Children in Poverty, *Five Million Children: A Statistical Profile of Our Poorest Young Citizens* (New York: School of Public Health, Columbia University, 1990).

2—Some related projects of note include research by the president's office, University of California, that focused on issues of African-American student eligibility. Here, intensive case studies of four well-established academic assistance programs indicated that strong programs do improve African-American students' chances of school success.

Another project, "Saving Minds: Black Churches and Education," completed in 1986 by the American Academy for the Advancement of Sciences, identified and broadly described 214 African-American church-sponsored education programs.

National investigations of community-based youth programs currently under way include "Language, Socialization and Neighborhood-based Organizations: Moving Youth beyond Dependency on Schools and Family," conducted by Milbrey McLaughlin and Shirley Brice-Heath of Stanford University. Most recently, the Carnegie Council on Adolescent Development has launched its two-year "Project on Youth Development and Community Programs," which will assess proven and promising ways of serving disadvantaged youth. 31

3—Programs sponsored by local affiliates of national organizations have an average daily attendance of 117 children. Programs sponsored by independent nonprofit organizations have a much lower attendance, averaging about 48 children daily. The actual figures, however, may be inflated because a few high-enrollment outliers skew the average. For this reason, we have chosen not to place the actual average daily attendance numbers in the text.

Appendix 1: Research Methods

There were three components to the study:

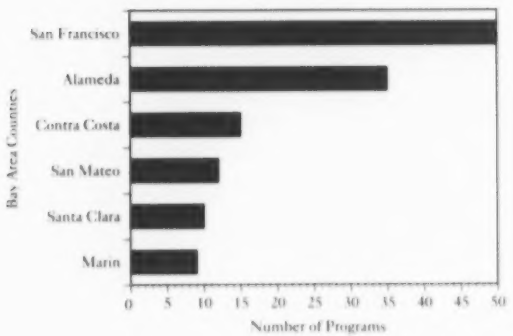
1. Survey of Community-based Organizations

We surveyed community-based nonprofit organizations in the six-county San Francisco Bay Area. A list of 461 organizations was compiled from the Independent Sector's National Taxonomy of Exempt Entities and the Bay Area Information and Retrieval System's Human Services listings. These organizations were asked to tell us whether or not they provided education support programs. Thirty-five percent of organizations (N=160) contacted by mail responded. We determined that the remainder were of two categories:

1—Those organizations that we felt offered education support services yet failed to respond.

2—Those organizations that did not offer such services. We followed our mailing with a phone call to all the nonrespondent organizations in the former category; we conducted a random sample of the latter category by phone. Seventy-nine percent of the first group did have such services and completed surveys. Only 12 percent of the organizations in the latter group affirmed that they had education support programs; these 12 percent then returned completed surveys.

Figure 7: County Distribution of Survey Respondents



At the end of this process we had an overall survey response rate of nearly 47 percent (N=217), with 121 organizations responding with surveys for 131 education support programs. One hundred and thirty-one organizations responded that they did not offer education support programs. With such comprehensive follow-up efforts, we are confident that we have identified a representative group of Bay Area organizations that offer education support services. The number of community-based programs that are omitted is likely to be below 10 percent of those surveyed.

Figure 7 illustrates the distribution of surveyed programs in the six-county area. The survey consisted of a twenty-seven-item questionnaire concerning clientele, education support activities, program components, staffing, funding, and use of outside resources.

2. Interviews

In-depth interviews were conducted with program staff and directors from twenty-two organizations that offer education support, primarily to children and youth from lower-income communities. The organizations represented a diversity of clients and geographic areas; their programs were in different stages of development. The interviews focused on the course of program development and the needs organizations have at different stages of program development. Specifically, interviews addressed the organizational history of education support services, types of education support provided, program staffing, use of volunteers, parent involvement, school contact, funding issues, and program resources.

3. Conference

In May 1991, we sponsored a conference for ninety-four program staff members and representatives from fifteen funding agencies to discuss program design and program development. The conference provided an opportunity for practitioners and funders to discuss their programs, to exchange information about resources and program strategies, and to discuss their programs' needs. The conference sessions were led by local practitioners and included Culturally Sensitive and Appropriate Educational Enrichment, Organizing an Out-of-School Program: We Have the Kids Here, What Do We Do Now? Family Involvement in the Education Process, School-Community Linkages: Partners in Education, Assessing Your Program: Is Your Program Doing What You Want It to Be Doing? Grantmakers Forum, Volunteer Management: The Training, Care and Feeding of Volunteers. Each conference session was recorded and transcribed. A survey of conference attendees examined their needs for training and resource exchange.

If you would like copies of the survey or interviewing instruments, please contact: Sue Eldredge, The Center for the Study of Families, Children and Youth, Building 460, Stanford University, Stanford, California 94305-2135

Appendix 2: Study Participants

The following organizations have participated in the study—by completing surveys, completing interviews, or attending the conference. S indicates a survey response, C indicates attendance at the conference, and I indicates participation in an interview.

Alameda County

Alameda Girls Club
Otis Activity Center
Alameda, S

American Indian Center
Livermore, S

Ann Martin Children's Center
Back on Track
Piedmont, S

Bay Area Black United Fund
Oakland, C

Bay Area Library Information System
Bay Area Youth-at-Risk
Oakland, C

Bay Area Outreach and Recreational Program
Berkeley, S

Bay Center for Educational Services
Berkeley, S

Berkeley Asian Youth Center
Student Learning Center
Berkeley, C

Berkeley Neighborhood Safety Program
Berkeley, S

Big Brothers/Big Sisters of Oakland
Oakland, S

Boy Scouts of America
Golden Gate Scouting Alameda
Council—In-School Scouting, Alameda, S

Camp Fire Boys and Girls
Urban Youth, Oakland, S

Companions of Alameda County
Hayward, S

Disabled Children's Computer Group
Kids on Keyboards
Berkeley, S

Dream West
Oakland, C

East Bay Community Foundation
Oakland, C

East Bay Funders
Oakland, C

Eden Youth Center Tutoring Program
Hayward, S

El Centro Infantile
Oakland, C

Family Service of the East Bay
Oakland, S

First Baptist Church
The Neighborhood Center
Oakland, C, I

Girls Incorporated of San Leandro
After School and Summer Enrichment Programs
San Leandro, S

Home and School
Environments for Learning Partners in Education
Berkeley, S

Interface Institute
Oakland, C, S, I

Jubilee West, Inc.
Youth Empowerment Program
Youth Program
Oakland, S, C, I

Malcolm X School
Berkeley, C

Marcus A. Foster Educational Institute
Mentor Club
Oakland, S

North Oakland Parish
Educational Learning Center
Oakland, S, C, I

Oakland Police Activities League
Oakland, S

Project SEED, Inc.
Berkeley, S

Spanish Speaking Citizens' Foundation
After-School Tutorial Program
Oakland, S, C, I

Stiles Hall, Students for
Academic Excellence
Berkeley, S, C, I

Tri-Valley Area YMCA
Y-Kids Care
Pleasanton, S

Twin Valley Learning Center
Livermore, S

UCO/Jr. MESA
Berkeley, S

Urban Indian Child Resource Center
Indian Education Center
Oakland, S

West Coast Children's Center
Albany, S

YWCA of Oakland, Inc.
Girls in Transition
Oakland, S, C

Contra Costa County

American Indian Cultural and Education Program
Martinez, S

Boys and Girls Club Richmond
Homework Assistance Project
Richmond, S

C. C. Jewish Community Center
All Stars and Teen Health
Walnut Creek, S

Center for Living Skills
Youth in Transition Workshop
Lafayette, S, C

Delta Learning Center
Antioch, S

Familias Unidas, D.J. Project
Richmond, S

Lafayette Recreation
Lafayette Summer Fun
Lafayette, S

Mt. Diablo Region YMCA
Walnut Creek, S

Neighborhood House of North Richmond
Richmond, C

Pittsburg Pre-School Coordinating Council
Pittsburg, C

Project Learning, SAT Prep and Tutoring
Walnut Creek, S

Richmond Art Center, Artreach
Richmond, S

Richmond Neighborhood Coordinating Council
Richmond, C

Salesian Boys Club Inc., Homework House
Richmond, S

Teens Incentive Project
Self-Esteem Education Project
Richmond, S

West Contra Costa YMCA, Y-Kids Care
Richmond, S

Marin County

Big Brothers/Big Sisters of Marin
San Rafael, S

Boy Scouts of America Marin Council
San Rafael, S

Canal Community Alliance
Children's Services
San Rafael, S

Fairfax–San Anselmo Children's Center
After School Program
Fairfax, S

HK Associates
Mill Valley, C

La Familia Center of Marin County
Alcance Project
San Rafael, S, C

Marin Community Foundation
Larkspur, C

New Perspectives
Larkspur, C, I

Novato Youth Center
Novato, S, I

San Rafael Canal Ministry
ESL Tutoring
San Rafael, S

San Francisco County

Asian American Communities for Education
After School Study Center
San Francisco, C

Audrey L. Smith Developmental Center
San Francisco, C

Bayview Hunters Point Foundation
Youth Services Program—Educational Enhancement
San Francisco, S

Bernard Osher Foundation
San Francisco, C

Big Brothers–Big Sisters of San Francisco
San Francisco, S

Booker T. Washington Community Center
Tutorial Program
San Francisco, S

Boy Scouts of America
San Francisco Bay Area Council
In-School Scouting
Oakland, S

California School-Age Consortium
San Francisco, C

Cameron House
Bilingual Youth Program
Tutoring Program
San Francisco, S

Career Resources Development Center
Neighborhood Computer Center
San Francisco, S

Children and Language Preschool
San Francisco, C

Children's Television,
Resource and Education Center
Getting Along in Richmond
San Francisco, C, S

Chinatown YMCA, Youth Programs Department
Immigrant Youth Services Program
San Francisco, S

Columbia Park Boys Club, Inc.
Library Learning Center
San Francisco, S

Community Educational Services
English Literacy and Life Skills
Summer Youth Program
San Francisco, S, C, I

Ella Hill Hutch Community Center
The UJIMA Project
San Francisco, S

Enterprise for High School Students
San Francisco, S

Glide Foundation, Children's Program
Computers and You
San Francisco, S, C, I

Great Adventures Through Education
SummerGATE
San Francisco, C

Haight Ashbury Play Program for Youth
San Francisco, S, C, I

Horizons Unlimited of San Francisco, Inc.
Mayor's Youth Education and Employment Program
San Francisco, S

The Institute for the Arts of Living
San Francisco, C

Japanese Community Youth Council
Asian American Communities for Education
San Francisco, S

Korean Center, Inc., Project Advance
San Francisco, S

Lick-Wilmerding High School, Aim High
San Francisco, S

Mission Reading Clinic
Effective Learning Centers
San Francisco, S, C, I

Northern California Grantmakers
Summer Youth Opportunities
San Francisco, C

OMI Pilgrim Community Center
Homework, Tutorial and Self-Esteem Project
San Francisco, S

PACT, Inc., Educational Clearinghouse
San Francisco, S

Potrero Hill Neighborhood House
San Francisco, S

Project ASK,
San Francisco Public Library
San Francisco, C

RCM Charitable Fund
San Francisco, C

Salesian Boys Club Inc.
San Francisco, S

San Francisco Boys and Girls Club
San Francisco, S

San Francisco Conservation Corps
San Francisco, C

San Francisco Educational Services, Inc.
Alice Griffith Study Hall
Sunnydale After-School Tutoring Project
Oceanview After-School Tutoring
Learning through Educational and Parental Support
Educational Counseling Program
San Francisco, S, C, I

San Francisco Foundation
San Francisco, C

San Francisco Police Activities League
San Francisco, S

San Francisco Recreation and Parks Department
After-School Program
San Francisco, C

San Francisco School Volunteers
San Francisco, C

San Francisco Senators, Inc.
Ace Program
San Francisco, S

St. John's Educational Thresholds
St. John's Tutoring Center
San Francisco, S, C, I

Stonestown Family YMCA
San Francisco, S

The Support Center of San Francisco
San Francisco, C

Telegraph Hill Neighborhood Center
Youth Development Program
San Francisco, S

Third Baptist Church, Inc., Back on Track
San Francisco, S, C

University of San Francisco, Upward Bound Program
San Francisco, S

Vietnamese Youth Development Center
After School Tutorial Program
Mayor's Youth Employment and Education Program
San Francisco, S

Visitacion Valley Community Center
Youth Programs
San Francisco, S

Walter and Elise Haas Fund
San Francisco, C

YMCA of San Francisco—Buchanan Branch
Learning Center
San Francisco, S

YMCA of San Francisco—Embarcadero Branch
Youth Chance High School
San Francisco, S

Yori Wada Education Fund
College Prep Learning Center
San Francisco, S

YWCA of San Francisco/Marin/San Mateo
San Mateo Girls Program
Daly City, C

YWCA of San Francisco/Marin/San Mateo
YWCA Chinatown Tutorial
Mission Girls
Sistahs Program
San Francisco, S, C, I

San Mateo County

Bayshore Christian Ministries
Summer Adventures in Learning (SAIL)
East Palo Alto, C

Big Brothers–Big Sisters of the Peninsula
Ravenswood Middle School Peer Counseling
Belmont, S

Boy Scouts of America
San Mateo Council
San Mateo, S

Boy Scouts of America
San Mateo County Council
In School Scouting
San Mateo, S

Boys and Girls Club of the Peninsula
Homework Assistance
Computer Lab
Menlo Park, S, C, I

Catholic Charities of San Mateo
Families In Transition
After-School Enrichment Program
East Palo Alto, S, C, I

Catholic Worker House
Redwood City, C, S

Community Development Institute
Leadership Training Academy
Palo Alto, S

Consortium for Young Women
East Palo Alto, S, C

Friends for Youth
Redwood City, C

Peninsula Community Foundation
San Mateo, C

Ravenswood School District
East Palo Alto, C

Youth Development Center
East Palo Alto, S

Santa Clara County

Addison Penzak Jewish Community Center
Kidspace, Children and Youth Program
Los Gatos, S, C

Almaden Valley Youth Counseling Service
San Jose, C, S

Alum Rock Counseling Center, Inc.
Family Wellness
San Jose, S, C, I

Apple Community Affairs, Cupertino, C

City Team Ministries, San Jose, C, I

Community Foundation of Santa Clara County
San Jose, C

Haas Center for Public Service, Summer Academy
Stanford, S, C, I

Hewlett Foundation, Menlo Park, C

Hewlett-Packard Company
K–12 Math and Science Minigrant Program
Palo Alto, C

Palo Alto Adolescent Services
Palo Alto, C

Philanthropic Ventures Foundation
Menlo Park, C

Stanford Mid-Peninsula Urban Coalition
Say Yes to a Youngster's Future
Palo Alto, C, I

Stanford University, Youth Opportunity Program
Stanford, S

Tandem Computers, Cupertino, C

The Teen Counseling Center
Los Gatos, C

United Way of Santa Clara County
Santa Clara, C

YMCA of Santa Clara Valley, Saratoga, C

YWCA In Santa Clara County, San Jose, S, C

Other counties

Boys and Girls Club of Santa Rosa
Santa Rosa

Continentals of Omega Boys and Girls Club
Tutorial, Education Library
Vallejo

Network Consulting Services
Napa

Vallejo Police Activities League, Inc.
Vallejo

Valley of the Moon Boys and Girls Club
Month of Nations
Get Smart Gang
World Explorers
Sonoma

YMCA of the Redwoods
Camp Campbell Outdoor Science School
Boulder Creek

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